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<td>Word formation: Suffixes -able</td>
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<td>1 Collaborative task (Part 3)</td>
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<td>and -able</td>
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<td>Word formation: -en</td>
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<td>Word formation (Part 3)</td>
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<td>Transformations (Part 4)</td>
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<td>1 Multiple choice (Part 5)</td>
<td>Word formation: Suffixes -ful</td>
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<td>Talking about photos (Part 2)</td>
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<td></td>
<td>and -less</td>
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<td>Word formation: -ful and -less</td>
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Letter of application, Report, Review

Listening scripts
Page 222

Answer key
Page 241
Welcome to *Ready for First*, a course which is designed to help you prepare for the *Cambridge English: First* examination, also known as *First Certificate in English* (FCE).

This book contains a wide range of activities aimed at improving your English and developing the language and skills which you will need to pass the examination. As well as providing relevant practice in reading, writing, listening and speaking, each unit of *Ready for First* includes one or more Language focus sections, which revise the main grammar areas, together with Vocabulary slots which will help you to increase your word store.

A significant feature of the Use of English syllabus in the book is the systematic approach to Word formation. At regular intervals you will find special sections which focus on the most important aspects of word building, ensuring that you are properly prepared for this part of the examination. There are also sections, in Units 7, 10 and 13, devoted to the important skill of paraphrasing and recording new vocabulary.

At the end of every unit there is a two-page Review section, which enables you to revise and practise the new language you have encountered in the unit.

Throughout the book you will find the following boxes, which are designed to help you when performing the different tasks:

**What to expect in the exam**: these contain useful information on what you should be prepared to see, hear or do in a particular task in the examination.

**How to go about it**: these give advice and guidelines on how to deal with different task types and specific questions.

**Don’t forget!**: these provide a reminder of important points to bear in mind when answering a particular question.

**Useful language**: these contain vocabulary and structures which can be used when doing a specific writing or speaking activity.

Further information and advice on each of the papers in the *Cambridge English: First* exam is included in the five supplementary ‘Ready for …’ units. These are situated at regular intervals in the book and can be used at appropriate moments during the course. The Ready for Writing unit contains model answers for each of the main task types, together with advice, useful language and further writing tasks for you to complete.

At the end of the book you will find detailed explanations of the grammar areas seen in the units in the Grammar reference, together with a topic-based Wordlist and the Listening scripts.

### Overview of the Examination

The *Cambridge English: First* examination consists of four papers, as shown below. The Writing, Listening and Speaking papers each carry 20% of the total marks; the Reading and Use of English paper carries 40% (20% for the Reading tasks and 20% for the Use of English tasks). A low mark in one paper does not necessarily mean a candidate will fail the examination; it is the overall mark which counts.

### Reading and Use of English 1 hour 15 minutes

There are seven parts to this paper: Parts 1 to 4 are grammar and vocabulary tasks; Parts 5 to 7 are reading tasks. For the Use of English tasks, each correct answer in Parts 1 to 3 receives one mark; each question in Part 4 carries up to two marks. For the reading tasks, each correct answer in Parts 5 and 6 receives two marks, and there is one mark for each question in Part 7. For more information on this paper, see the Ready for Use of English unit on pages 42 to 45 and the Ready for Reading unit on pages 82 to 87, as well as the relevant sections in the main units of the book.

<table>
<thead>
<tr>
<th>Part</th>
<th>Task Type</th>
<th>Number of questions</th>
<th>Task Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiple-choice cloze</td>
<td>8</td>
<td>A text with 8 gaps; there is a choice of 4 answers for each gap.</td>
</tr>
<tr>
<td>2</td>
<td>Open cloze</td>
<td>8</td>
<td>A text with 8 gaps, each of which must be completed with one word.</td>
</tr>
<tr>
<td>3</td>
<td>Word Formation</td>
<td>8</td>
<td>A text containing 8 gaps. The task is to complete each gap with the correct form of a given word.</td>
</tr>
<tr>
<td>4</td>
<td>Key word transformations</td>
<td>6</td>
<td>Gapped sentences which must be completed using a given word.</td>
</tr>
<tr>
<td>5</td>
<td>Multiple Choice</td>
<td>6</td>
<td>A text followed by multiple-choice questions with four options.</td>
</tr>
<tr>
<td>6</td>
<td>Gapped Text</td>
<td>6</td>
<td>A text from which sentences have been removed. Candidates replace each of these in the appropriate part of the text.</td>
</tr>
<tr>
<td>7</td>
<td>Multiple Matching</td>
<td>10</td>
<td>A text preceded by multiple-matching questions which require candidates to find specific information in a text or texts.</td>
</tr>
</tbody>
</table>
**Introduction**

**Writing**  
1 hour 20 minutes

There are two parts to this paper, each of which carries the same number of marks. Part 1 is compulsory, so must be answered by all candidates, whereas in Part 2 candidates choose one from three tasks. You are required to write between 140 and 190 words for each part. For more information and advice on the questions in this paper, see the Ready for Writing unit on pages 192 to 201, as well as the relevant sections in the main units of the book.

<table>
<thead>
<tr>
<th>Part</th>
<th>Task Type</th>
<th>Number of Tasks</th>
<th>Task Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Essay</td>
<td>1 (compulsory)</td>
<td>Candidates are given an essay title and notes to guide their writing.</td>
</tr>
<tr>
<td>2</td>
<td>3 (candidates choose one)</td>
<td>A writing task with a clear context, purpose for writing and target reader. Candidates write one of the following: article, email/letter, report, review.</td>
<td></td>
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</tbody>
</table>

**Listening**  
about 40 minutes

This paper consists of four parts with a total of 30 questions, each of which carries one mark. Each part contains one or more recorded texts, which are heard twice. Candidates are tested on their ability to understand, for example, opinions, gist, the main points or specific information. For more information on this paper, see the Ready for Listening unit on pages 124 to 127, as well as the relevant sections in the main units of the book.

<table>
<thead>
<tr>
<th>Part</th>
<th>Task Type</th>
<th>Number of Questions</th>
<th>Task Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiple choice</td>
<td>8</td>
<td>Short unrelated extracts of approximately 30 seconds each with one or more speakers. There are 3 options for each question.</td>
</tr>
<tr>
<td>2</td>
<td>Sentence completion</td>
<td>10</td>
<td>A monologue lasting approximately 3 minutes. Candidates write a word or short phrase to complete sentences.</td>
</tr>
<tr>
<td>3</td>
<td>Multiple Matching</td>
<td>5</td>
<td>Five short monologues, each lasting approximately 30 seconds. The extracts are all related to a common theme. Candidates match extracts with prompts.</td>
</tr>
<tr>
<td>4</td>
<td>Multiple choice</td>
<td>7</td>
<td>An interview or conversation between two or more speakers lasting approximately 3 minutes. There are 3 options for each question.</td>
</tr>
</tbody>
</table>

**Speaking**  
14 minutes

There are four parts to this paper. There are usually two candidates and two examiners. Candidates are given marks for range and correct use of grammar and vocabulary, pronunciation, discourse management (the ability to organize language and produce extended responses) and interactive communication. For more information on this paper, see the Ready for Speaking unit on pages 164 to 167, as well as the relevant sections in the main units of the book.

<table>
<thead>
<tr>
<th>Part</th>
<th>Task Type</th>
<th>Time</th>
<th>Task Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interview</td>
<td>2 minutes</td>
<td>Candidates give personal information in response to questions from the interviewer.</td>
</tr>
<tr>
<td>2</td>
<td>Talking about photographs</td>
<td>4 minutes</td>
<td>Each candidate talks about two pictures for about 1 minute, and comments briefly on the other candidate’s pictures.</td>
</tr>
<tr>
<td>3</td>
<td>Collaborative Task</td>
<td>4 minutes</td>
<td>Candidates are given instructions with written prompts which they use for discussion. Candidates speak for about 3 minutes in total; the giving of instructions takes about 1 minute.</td>
</tr>
<tr>
<td>4</td>
<td>Further discussion</td>
<td>4 minutes</td>
<td>The interviewer leads a discussion which is related to the topic of Part 3.</td>
</tr>
</tbody>
</table>

Roy Norris
Vocabulary 1: Lifestyle

1 a Look at the verbs and adjectives that can all be used with the noun lifestyle to form collocations. Collocations are pairs or groups of words that are often used together.

<table>
<thead>
<tr>
<th>have</th>
<th>alternative</th>
<th>luxurious</th>
</tr>
</thead>
<tbody>
<tr>
<td>live</td>
<td>busy</td>
<td>quiet</td>
</tr>
<tr>
<td>lead</td>
<td>chaotic</td>
<td>relaxing</td>
</tr>
<tr>
<td></td>
<td>comfortable</td>
<td>sedentary</td>
</tr>
<tr>
<td></td>
<td>exciting</td>
<td>simple</td>
</tr>
<tr>
<td></td>
<td>healthy</td>
<td>stressful</td>
</tr>
</tbody>
</table>

Underline those adjectives which could be used to describe your lifestyle.

b Work in pairs. Compare your adjectives with your partner, explaining your choices.

Example:
I have quite a healthy lifestyle at the moment. I’m eating sensibly and doing a lot of exercise.

2 Discuss the following questions. As in other parts of this book, common collocations are shown in bold.

- Would you like to change your lifestyle? Why/Why not?
- Do you lead an active social life? What kinds of things do you do?
- What do you think is meant by the American way of life? How would you describe the way of life in your country to a foreigner?
- What are some of the positive and negative aspects of our modern way of life? In what ways, if any, was the traditional way of life in your country better?
- Why are people so interested in the private lives of celebrities? Do they interest you?
Talking about photos

1. Look at the four photographs. They show people who have different lifestyles. Before you do the speaking task, read the information in the boxes below.

   **Student A**  Compare photographs 1 and 2 and say what you think the people might find difficult about their lifestyles.

   **Student B**  When your partner has finished, say which lifestyle you would prefer to lead.

2. Now change roles. Follow the instructions above using photographs 3 and 4.

### How to go about it

**Student A**
- In Part 2 of the speaking exam you are not asked to describe the photographs in detail, but to compare them. When doing this, comment on the similarities and differences:
  - **Similarities:** Both pictures show …
  - **Differences:** In the first picture … whereas in the second one …
- When talking about what the people might find difficult about their lifestyles, give reasons for your opinions. You could comment on some of the following:
  - daily routine
  - working hours
  - leisure time
  - type of home
  - friends
  - eating habits
  - health
  - travel
  - family life

**Student B**
- In the exam you have time to develop your answer fully and give reasons for your choice.

### Useful language

*I get the impression* it's a stressful life.
*I expect/imagine* she has to get up early.
*He probably* spends a long time away from home.
*I doubt that* she has much time for a social life.
*Perhaps* he doesn't see his family very often.
*She might/may* get lonely during the day.

What might the people find difficult about their lifestyles?

**3**  Farm vet

**4**  Fisherman
Multiple matching

You are going to read an article in which four people talk about their lifestyles. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

How to go about it

- Read all the questions to see the kind of information you are looking for.
- Read section A, then look again at the questions, answering any that you can.
  
  To help you, one part of section A has been underlined. Match this part to one of the questions. Then look in the rest of section A for any more answers.
- Do the same for the other three sections. Underline the relevant parts of the text as you answer the questions.
- If there are any questions you have not answered, scan the whole text again looking for the information you need.

Which person

admits to having an untidy house?  

\[1\]

could not imagine doing any other type of work?  

\[2\]

likes the unpredictable nature of their work?  

\[3\]

is not particularly keen on taking exercise?  

\[4\]

says they start the day like many other people?  

\[5\]

does not have to go far to get to their place of work?  

\[6\]

never has any trouble getting to sleep?  

\[7\]

used to feel lonely while working?  

\[8\]

says that people have the wrong idea about their work?  

\[9\]

would prefer to go to bed earlier on many occasions?  

\[10\]

This is your life

Four more personal accounts in our series on different lifestyles

A Colin Dobson: television and stage actor

Normally I get out of bed around midday. I'll sometimes go for a run after I get up, though it's not really my idea of fun. I'm not a fitness fan, but I realize it's important.

When I'm not rehearsing or on tour, afternoons usually involve reading scripts or learning lines. My wife and two sons are also actors, so at home there are usually scripts lying all over the place. It's a bit of a mess, I'm ashamed to say. I'm passionate about history, and if I'm working away from home, I spend the afternoons in museums or historic buildings. I always get to the theatre at the last minute, which annoys my co-actors, but I don't like arriving anywhere early.

After a performance I eat and spend a few hours unwinding, so bedtime is often two or three in the morning. I always fall asleep as soon as my head hits the pillow.
C Janie Collins: farm vet
I used to have a dog and we’d go running together most mornings, but I gave him to my mum in the end. I tend to be out all day visiting farms and it wasn’t fair to leave him alone. So now I don’t get as much exercise as I’d like to.

I love my job, especially the variety and not knowing what you’ll be doing from one day to the next. But being a vet – any type of vet – is not what people think. It’s not all cuddly lambs and cute little pigs. We have to do some pretty unpleasant things sometimes, things which would put you off working with animals for life.

My mum wants to know when I’m going to settle down with someone, but there’s no room for a dog in my life, so I don’t see how I’ll be able to fit marriage in.

B Jodie Miller: potter
Before I started renting the workshop at the open-air museum, I would crawl out of bed in the morning, get dressed and go straight into the garage, which I’d converted into a studio. Now I get the train and a bus, so I have to get up early and my morning routine is dull and conventional, the same one that’s played out in millions of households.

On the plus side, though, I get to meet lots of people: there are the museum visitors that come into the workshop every day to watch me working, the other craftspeople – the broom maker, the blacksmith or the glassblower – and I also give classes. Working at home was a solitary business and I hated the fact that I would often go for days without speaking to anyone. I get lots of requests for personalized mugs, and evenings are spent packaging up orders to send out the next day. I often get to bed later than I would like.

D Mark Fudge: fisherman
My flat overlooks the port, so it’s just a short walk to the Ellie May. That’s our boat, the place I think of as home. I get lonely if I’m away from her for longer than a week or so – the crew is like a family to me.

I’m one of four deckhands, which means that the first mate – the second in command after the captain – gets us to do cleaning and maintenance work as well as pulling in the nets, then washing, salting, icing and storing the fish. We work hard – six hours on, six hours off, six hours on, six hours off – every day for seven weeks. It’s tough, but I can’t see myself in any other profession. There’s nothing else I’d rather do.

Reacting to the text
If you had to choose, which of the four people would you prefer to change places with for a month? Why?
Language focus 1: Habitual behaviour

A General tendencies
1 Which of the alternatives in this sentence is not possible?
   I tend to be/use to be/am usually out all day visiting farms.
   Look at the Grammar reference on page 209 to see how tend to is used.

2 Make three general statements about some of the following groups of people in your country using tend to.
   • football players
   • teenagers
   • elderly people
   • teachers
   • people in cities
   • people in villages

Example:
The best football players in my country tend to go abroad. They can earn much more money playing for foreign clubs.

B Frequency adverbs
1 a Look at the following extracts from the reading text. In what position is the frequency adverb placed in relation to the verb?
   I’ll sometimes go for a run after I get up.
   At home there are usually scripts lying all over the place.
   I always get to the theatre at the last minute.
   b In this sentence, two of the adverbs are in the correct position and two are not. Cross out the two incorrectly placed adverbs.
   Normally/Always/Sometimes/Never I get out of bed around midday.

Check your ideas in the Grammar reference on page 209.

2 For sentences 1–6, decide if the position of the adverb is possible. If it is not possible, correct the sentence.
   1 I rarely go out on weekday evenings.
   2 I have usually my dinner in front of the television.
   3 Never I spend more than ten minutes doing my English homework.
   4 Companies are always phoning me in the evening, trying to sell me something – I get so annoyed.
   5 Hardly I ever play computer games – I prefer reading.
   6 It’s rare for me to go to bed before midnight, and quite often I’ll stay up until two in the morning.

3 Say whether or not the sentences in exercise 2 are true for you. Use frequency adverbs and the alternatives in the Grammar reference on page 209.

Example:
1 It’s rare for me to stay at home on weekday evenings. I usually do some type of sport; I tend to go running if it’s not raining, and if it is, I’ll often go swimming or play badminton.

C Used to and would
1 Used to and would can be used to talk about past habits. Look at these sentences from the reading text and answer the question.
   a I would crawl out of bed and go straight into the garage.
   b I would sometimes go for days without speaking to anyone.
   c I used to have a dog and we’d go running together most mornings.

In all three sentences, used to could be used instead of would’d before the verbs crawl and go, but in sentence c, it is not possible to say I would have a dog. Why is this?
Check your ideas on page 209 of the Grammar reference.

2 In the following paragraph, decide whether the underlined verbs can be used with:
   a both used to and would
   b only used to
   c neither used to nor would

In the bad old days my mum (1) had an executive position in a pharmaceutical company. She often (2) worked long hours and sometimes (3) went away on business trips for two or three days at a time. Our dear old gran (4) looked after us on those occasions, but it wasn’t the same as having a mum around. My brother and I (5) didn’t like her being away from home, but we never once (6) said anything, because we always (7) thought she was happy in her work. Then one day she (8) announced she was giving up her job to spend more time with her family. We (9) were delighted at the change in lifestyle, but I’m not sure about my mum: she often (10) said afterwards that being a full-time mother was harder than being a business executive!

3 Write six sentences comparing your life now with your life five years ago. Write about things which have changed.

Example:
I didn’t use to have a job, but now I work on Saturdays so I have more money.
Vocabulary 2: Get

1 a Look at these sentences from the reading text on pages 8 and 9 and try to remember who said each one. The first one has been done for you.
   a I get to meet lots of people. *the potter*
   b Normally I get out of bed around midday.
   c I don’t get as much exercise as I’d like to.
   d I get lonely if I’m away from her for longer than a week or so.
   e I get the train and a bus.
   f I always get to the theatre at the last minute.
   g The first mate gets us to do cleaning and maintenance work …
   h I get lots of requests for personalized mugs.

   Check your answers on pages 8 and 9.

b What is the meaning of the words in bold in sentences a–h above?

   *Example: a* have the opportunity to meet

2 The following sentences all contain phrasal verbs or expressions with get. Underline the correct alternative. There is an example at the beginning (0).

   0 That jumper looks so old and dirty. When are you going to get away/along/lost/rid of it?
   1 Here’s my telephone number. If you have any problems, just get in talk/speak/touch/tact with me.
   2 I heard she was a lovely woman. Unfortunately I never got the occasion/event/ability/chance to meet her.
   3 I asked him how much he got paid/earned/money/salary but he refused to tell me.
   4 Come on, hurry up and get moved/ready/ordered/fit! Your bus leaves in five minutes.
   5 His parents are concerned about his behaviour. He’s always getting into problem/trouble/punishment/damage at school.
   6 His girlfriend left him in March and he still hasn’t got past/off/by/over it.
   7 I can’t speak French very well, but I always manage to get across/through/by/over with a dictionary and a few gestures.
   8 They wanted to get to the opera house but they got up/out of/on/off the wrong bus and ended up at the football stadium.

3 Discuss the following questions.

   • How quickly do you get ready for school/work in the morning?
   • How do you get to school/work? How long does it take you to get there?
   • Did/Do you often get into trouble at school? What was the worst thing you ever did?
   • Did/Do your parents ever get you to do any jobs around the house? How did/do you feel about this?
   • What sort of things do you do when you get angry? How quickly do you get over your anger?
Vocabulary 3: Clothes

1 How many of the items of clothing in the photographs can you name?

2 The following adjectives can be used to describe clothes. Which of them can you match to the photographs?

- tight-fitting
- baggy
- formal
- colourful
- casual
- plain
- tasteful
- unfashionable
- smart
- trendy
- scruffy
- sleeveless

Multiple matching 1.1–1.5

You will hear five different people talking about occasions when a person’s clothes and appearance caused surprise or concern. For questions 1–5, match the speaker to the correct occasion in the list A–H on page 13. Use the letters only once. There are three extra letters which you do not need to use.

Before you do the task …

Prediction

1 Match each of the people in the box to the appropriate occasion A–H in the listening task on page 13. More than one word may be used for each occasion and some words may be used twice.

   e.g. A wedding: guest, witness

   What other people might you also find in each of the situations?

   e.g. At a wedding the people who get married are the bride and groom.

2 Where does each occasion take place?

   e.g. A wedding usually takes place in a church or a registry office.

3 What clothes would you personally wear on the occasions A–H mentioned in the listening task on page 13?

   e.g. If I was going to a wedding, I would buy an expensive dress. I would probably wear high-heeled shoes.

   Now you are ready to do the task.
Have you ever been in a situation where someone’s appearance caused surprise?

Language focus 2: Be used to, get used to and used to

1 Look at the following sentences from the listening. In which of them does used to mean ‘accustomed to’?
   a refer to a past state which has now finished?
   1 Her unconventional, yet practical clothing shocked spectators, who were used to seeing women play in the long, heavy dresses which were typical of that period.
   2 And he used to live in France, which means he probably wouldn’t mind changing countries if we needed him to.
   3 ...he will have to get used to wearing something a little more formal.

2 What is the difference in meaning between be used to and get used to?

3 What form of the verb is used after be used to and get used to?
   Check your answers on page 209 of the Grammar reference.

4 Talk about all the things you have to get used to in the following situations:
   • you get your first job
   • you become famous
   • you go on a diet
   • you get married
   • you have children
   • you retire
   Example: In a new job, you might have to get used to working together with other people.

5 a If you went to live in Britain, what aspects of life there would you find it difficult to get used to?
   b Read the following text about Juan, who moved from Spain to live in England. Ignore the gaps for the moment. How many of the things which you spoke about in a are mentioned?
   Now that Juan has been living in England for five years he is used to doing things differently, but it hasn’t always been the case. When he first moved there he couldn’t have lunch at 1pm, so he often used to cook for himself in his flat and eat at 3pm, as his family does in Spain. Even now I don’t think he eats English food, because when he comes home to Madrid, he buys Spanish ‘delicacies’ to take back with him.
   I remember how he used to write to me and complain about the shop closing times. It took him a long time to used to not be able to buy anything after about five o’clock. Most shops in Spain close at eight or nine in the evening.
   He bought an English car a year ago, so he should be able to drive on the left by now. I wonder if he’ll ever be able to drive on the right again when, or if, he comes back to live in Spain!
   c Read the text again.
   In the first gap write either be, is, get, or leave it blank. In the second gap write the correct form of the verb in brackets.
   There is an example at the beginning.
   d What do you think a British person coming to your country might find it difficult to get used to?
Informal letter

1 Read the following letter, which you have received from your English friend, Mark.
What two things does he ask you to tell him?
Would you accept Mark’s invitation? Why/Why not?

Dear ______,

a) Many thanks for your last letter. The new house sounds brilliant – how are you settling in?
b) I’m sorry I haven’t written sooner, but I’ve been really busy helping my parents out on the farm.
It’s great fun, though I still haven’t got used to getting up at six every morning to milk the cows! We often have the radio on while we’re doing it, so it’s not too bad. Then, once we’ve had breakfast, we tend to spend the rest of the day outside, either in the fields or looking after the sheep.
c) That reminds me, do you remember Lady, our oldest sheepdog? Well, she’s just had puppies! If you’re free in the summer, you could come and see them all and help with the harvest as well.
d) Let me know if you can make it – we’d love to see you again.
Anyway, e) I must go, as it’s getting late and tomorrow we’ve got another early start.
f) Can’t wait to hear from you.
g) Best wishes
Mark

2 What is the purpose of each of the four paragraphs?
Example:
Paragraph 1: To say thank you for the letter and to apologize for not writing before.

3 Match each underlined expression a–g from Mark’s letter with an appropriate alternative from 1–10. Which three phrases cannot be used and why are they inappropriate?
Example: 1 e)
1 I’d better close now
2 Thanks a lot for the letter
3 Yours sincerely
4 By the way
5 All the best
6 I would be most grateful if you could inform me
7 I look forward to your prompt reply
8 Please write and tell me
9 I’m sorry it’s taken me so long to write to you
10 I’m looking forward to hearing from you

Notice the use of contractions in Mark’s letter: I’m, it’s and haven’t. These are typical of informal writing.

4 Find and circle the following linking words in Mark’s letter. Then use an appropriate linker from the box to complete the gaps in sentences 1–5 on page 15. Each linker can be used more than once.

but  while  so  and  as well as
1 You’ll never guess what happened to me ________ I was shopping in the centre of town the other day!
2 I’m writing to ask you to do me a favour ________ I’ve got myself into trouble.
3 We’re having a party next Saturday ________ we were wondering if you’d like to come. Bring a friend ________.
4 I’d love to accept your invitation. ________ I’m afraid I’m going to be busy.
5 I haven’t got any plans ________ I’ll certainly be able to go.

Read the following instructions.
Six months ago you moved to a new house in another part of your country. Write a reply to Mark’s letter giving news about how you are settling in to your new surroundings and what a typical day is like. You should also say whether or not you can accept his invitation to go and stay on his farm in the summer.

Write your letter in 140–190 words.

How to go about it
• Begin by referring in some way to the letter you have received from Mark.
• Use some of the informal language and linkers that you have just studied.
• Organize your letter into logical paragraphs, as in the letter from Mark.

Multiple choice 1.6–1.13
You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

1 You hear two people talking about a friend of theirs. What does the woman say about the friend?
   A He talks a lot about his lifestyle.
   B He leads a comfortable lifestyle.
   C He may change his lifestyle.

2 You overhear a man talking to a friend on his mobile phone. Why is he phoning?
   A to persuade his friend to do something
   B to ask for some information
   C to change an arrangement

3 You hear a woman talking about her family’s financial situation. What is she going to do?
   A ask someone to help her
   B try to find a job
   C sell something valuable

4 You overhear a man and a woman talking about their morning routine. How does the man feel about his mornings?
   A He hates travelling to work.
   B He does not like getting up early.
   C He finds it difficult to talk to other people.

5 You hear a woman on the radio talking about her experiences in a foreign country. What surprised her about the people?
   A the importance they give to clothes
   B the type of food they eat
   C their attitude to work

6 You turn on the radio and hear the following. What is it?
   A a review
   B a news report
   C an advertisement

7 You hear two people talking about the village they both live in. What does the woman think of the village?
   A People are not always very friendly.
   B Some of the roads are dangerous.
   C There are not enough children.

8 You hear a man talking about his job. Who is the man?
   A a hotel doorman
   B a hotel receptionist
   C a hotel manager
Transformations

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. Here is an example (0).

0. How long was your journey from London to Manchester?
   **TAKE**
   How long **did it take you to** get from London to Manchester?

Write the missing words **IN CAPITAL LETTERS**.

---

What to expect in the exam

- The second sentence of a transformation is a paraphrase of the first sentence; it expresses the same idea but with different words.
- Transformations test your knowledge of grammar, vocabulary and collocation.
  *In the transformations below, all the language which is tested appears in Unit 1, including the Grammar reference on page 209.*
- More than one feature of grammar and/or vocabulary may be tested in a single transformation.
  In number 1 below, for example, consider:
  - the verb and preposition used with the word *rid*.
  - the form of the verb after *How about*.

---

1. Why don’t you throw away that old blouse?
   **RID**
   How about _______________________________________ that old blouse?

2. I still find it strange to wear glasses.
   **USED**
   I still haven’t _______________________________________ glasses.

3. He never asks when he borrows my things!
   **ALWAYS**
   He is _______________________________________ asking!

4. Simon doesn’t usually drink coffee.
   **UNUSUAL**
   It _______________________________________ drink coffee.

5. Helen is not usually so pessimistic.
   **LIKE**
   It is _______________________________________ so pessimistic.

6. I can’t wait to see you again.
   **FORWARD**
   I’m really _______________________________________ you again.

---

Vocabulary

A. Adjectives

For questions 1–6, decide which of the three words is not normally used with the word in capitals at the end of the line. The first one has been done for you.

1. evening | afternoon | fancy | **DRESS**
2. high-heeled | expensive | tasteful | **HAT**
3. scruffy | plain | tight-fitting | **SCARF**
4. unfashionable | sleeveless | trendy | **SHOES**
5. stressful | baggy | chaotic | **LIFESTYLE**
6. long-sleeved | modern | traditional | **WAY OF LIFE**
B Expressions crossword

Expressions for use in informal letters

Across
1 Many ________ for your letter.
5 I’m looking ________ to hearing from you.
8 By the ________, how did the exam go?
9 Write back soon.

__________,
Susie
12 I’m sorry it’s ________ me so long to write to you.

Down
2 Let me ________ if you can make it.
7 Anyway, I’d ________ close now.
11 Can’t wait to ________ from you.

Expressions with get

Across
3 Chewing gum is forbidden in class – get ________ of it now!
4 If you don’t get ________ the train now, it’ll leave without you!
10 They said they’d get in ________ with me, but so far they haven’t written or phoned.
13 How much do you get ________ a week in your job?

Down
1 He’s always getting into ________ with the police.
3 Turn off the television right now and get ________ for school.
6 I had a shower, got ________ and then went out for a walk.

C People

Each of the words for people 1–6 has a relationship of some kind with one of the words a–f. Match the words and then use them to complete the sentences below. You may need to use plural forms.

1 invigilator ________
2 host ________
3 bride ________
4 competitor ________
5 performer ________
6 doctor ________

1 The youngest ________ in the stadium surprised the ________ by winning the 400 metres in record time.
2 The only person I recognized at the party was the ________ ; I didn’t know any of the other ________.
3 The ________ and ________ looked very happy as they walked back down the aisle after the ceremony.
4 Many members of the ________, left the theatre before the end of the play, disappointed at the acting of some of the ________.
5 After a thorough examination the ________ could find nothing wrong with his ________.
6 One of the ________ was caught cheating in the exam by the ________.

Writing

Write a short article of 140–190 words about your lifestyle. Use texts A–D in the article on pages 8 and 9 as models. Include some of the vocabulary and grammatical structures you have studied in this unit.
High energy

Reading and Speaking

Look at the photos on pages 18 and 19 and read about the shows. Talk with your partner about how much you think you would enjoy each of the shows, giving reasons. Then agree on one show which you could both see together.

Pagagnini
An innovative musical show that brings to life some of the world’s best-loved pieces of classical music. But Pagagnini is more than just a concert: the musicians dance, laugh, cry and generally clown around in one of the most original comedy acts of the moment.

Rhythm of the Dance
This two-hour dance and music extravaganza contains a wealth of Irish talent. The show relives the journey of the Irish Celts throughout history, combining traditional dance and music with the most up-to-date stage technology.

Vocabulary 1: Music

1. a How many of the musical instruments in the photographs can you name?
   b All the words in each of the groups below can be used in combination with one of the words in the box. Write an appropriate word from the box in each of the gaps. There is an example at the beginning (0).

   | 0 | rock | band | 3 | talented |
   |  |     | singer | | session |
   | 1 | vocalist | singer | 4 | tour |
   |   | guitarist |   | | stage |
   | 2 | sing | perform | 5 | a track |
   |   | mime |   | | a tune |

2. Study the word combinations in exercise 1b for two minutes. Then cover the exercise. How many word combinations can you remember?

3. Work in small groups. You are on the organizing committee for a local charity and you want to raise money. Here are some events which have been suggested.

   • A classical music concert given by a local orchestra
   • A sale of second-hand CDs and records
   • A talk given by a local jazz musician
   • A series of music workshops led by local musicians.
   • The auction of an electric guitar donated by a world famous rock star

   Discuss how successful you think each event would be. Then decide which two events would raise the most money.
1.4

a Read these Listening Part 2 instructions and the What to expect in the exam box.

You will hear a radio presenter called Jim Dunne talking about local entertainment options. For questions 1–10, complete the sentences.

What to expect in the exam

• The words you read in the question may not be the same as the words you hear in the recording, e.g. Question 1:
  You read: Jim recommends Pagagnini to …
  You hear: I can guarantee … will enjoy watching these four guys.
• However, the word(s) you need to write are actually heard in the recording.
• You may hear information which could fit the gap but does not answer the question. e.g. In question 2 below you will hear the names of two places mentioned. Listen carefully to ensure you choose the right one.
• You do not need to write more than three words for each answer.
• Minor spelling errors can be made (e.g. musicall) but the words must be recognizable.

b Read questions 1–10 and, as you do so, discuss the type of information you might need to write for each one.

Example: 1 This is probably a person or a group of people.

c Listen to the recording twice and complete the sentences.

Jim recommends Pagagnini to the (1) ........................................
Jim saw a Pagagnini concert last year in (2) .................................
As well as classical music, Pagagnini play rock, blues and (3) .................................
Jim says the Pagagnini show has no (4) .................................
The first performance of Rhythm of the Dance was in (5) ................................. in Norway.
More than (6) ................................. people have seen Rhythm of the Dance live on stage.
Jim suggests listeners look at the section entitled (7) ................................. on the Rhythm of the Dance website.
The name of the first show that the Cirque Éloize performed at the Regent Theatre was (8) .................................
Some performers in iD appear on (9) ................................. and Rollerblades™.
One review of iD says it is full of originality, energy and (10) .................................

2 Having listened to Jim Dunne, do you feel the same about the different shows as when you did the Reading and Speaking activity on page 18? Why/Why not?
Language focus 1: Indirect ways of asking questions

1 Compare these two ways of asking the same question:

**Direct:** What time does the Pagagnini concert start?

**Indirect:** Could you tell me what time the Pagagnini concert starts?

Asking questions in a more indirect way, using expressions such as *Could you tell me*, can make them sound more polite. Write the direct form of the following questions:

1 I’d be interested to know when Rhythm of the Dance started performing.

When ___________________________

2 Would you mind telling me why you call the show iD?

________________________________________________________________________

3 I’d like to know if the Tap Dogs are planning to come here.

________________________________________________________________________

2 Compare the direct and the indirect questions in exercise 1 above and answer the following questions:

a In numbers 1 and 2, what happens to the auxiliary verbs *did* and *do* when the indirect question form is used? How are the main verbs *start* and *call* affected?

b In number 3, what differences are there between the word order of the direct question and that of the indirect question?

c In number 3, where no question word (*when*, *how*, *what*, *where* etc) appears in the direct question, which word has to be added in the indirect question?

   Check your ideas on page 209 of the Grammar reference.

3 Questions a–f were prepared by a music journalist planning to interview one of the members of *Pagagnini*. Rewrite them to make them indirect. If possible, choose a different phrase from the box to begin each one.

   I’d be interested to know … Could you explain …
   Would you mind telling us … We’d like to know …
   Could you tell me … I was wondering if you could tell me …

   a Why are you called ‘Pagagnini’?
   __________________________________________________________________________

   b When did you start performing together?
   __________________________________________________________________________

   c Have you ever toured outside of Europe?
   __________________________________________________________________________

   d What type of music do you prefer playing?
   __________________________________________________________________________

   e How many hours do you practise your instrument each day?
   __________________________________________________________________________

   f Do you clown around when you’re off stage as well?
   __________________________________________________________________________

4 a Student A: Write six indirect questions which you could ask a member of *Rhythm of the Dance*.

   Student B: Write six indirect questions which you could ask a member of *Cirque Éloize*.

   b Take turns to roleplay an interview in which your partner answers the questions you have prepared in a.

Letter of application

1 a Read the following Writing Part 2 instructions.

You see the following advertisement in your local English-language newspaper:

**MUSICIANS AND DANCERS REQUIRED**

*We need teaching assistants for the music and dance activities at our English-language summer school for young children.*

*If you can speak English and believe you have the right skills to teach music and/or dance to young people, you are the right person for us.*

*Write to the director, Paul Beacon, and explain why you would be a suitable person for the job.*

Write your letter of application.

b Read the letter of application on page 21. Ignore the words and expressions in bold (1–10) and answer the following question.

Do you think the applicant would be suitable for the job which is advertised? Give reasons for your answer.
Dear Paul,

I've had a look at your advertisement in the latest edition of ‘English Weekly’ and I want to ask for a job as a music and dance teacher at your summer school.

I am a twenty-year-old music student in my second year at university and can play several instruments, including piano, violin and clarinet. I've also been going to a local dance academy for the past twelve years and am a member of a modern-dance group called ‘Pasos’.

Although I've never done any jobs working with groups of children, I teach piano and violin to quite a lot of young private students. In addition, I choreograph many of the dances for ‘Pasos’ and teach the steps to the other members of the group.

I reckon I would be really good at this job, as I am a very calm and patient person. My whole life is devoted to music and dance and it'd be great if I could pass on my skills to other people.

Can't wait to hear from you.

Yours sincerely

Sandra Agar
You are going to read an article about the game of rugby. Look at the photographs, which show men and women playing rugby, and discuss the following questions.

How much do you know about rugby? What are some of the rules of the game?

The article you are going to read says that 'rugby is rather like chess': why do you think it makes this comparison?

2 Read through the base text (the main text with the gaps). Are any of your ideas from exercise 1 mentioned?

3 Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

**How to go about it**

- Check that the whole sentence fits in with the meaning of the text before and after the gap.
  To help you do this, some words and phrases are written in **bold**. These show connections between the language in the text and the language in the missing sentences. A number of grammatical words such as *them, this and these* are written in *italics* to show further connections.
  **Note:** these connections are not shown in the First examination.
- Now look at gap number 1. The words in **bold** before and after the gap indicate that the missing sentence:
  - refers **back** to the words *uncomplicated* and *get points*
  - refers **forward** to the different ways of getting points.
  When you think you have found the sentence, read the whole paragraph again to check that it fits.
- Now complete each of the remaining gaps with an appropriate sentence. Do not choose a sentence simply because it contains a word which also appears in the base text.
  - For example, the word *obstacles*, before gap number 2, is repeated in sentence G, but this does not necessarily mean that G is the correct answer.
- When you have finished, check that the sentence which you have not used does not fit into any of the gaps.
How to play ... rugby

Welcome to a sport which will enchant and excite you, and take you to the heights and the depths of human emotion. Learn the rules and you will be unable to resist it.

Rugby is a game of 40-minute halves with the most uncomplicated of objectives – to get more points than your opponent. You either touch the ball down over your opponents’ line, known as a try, for five points, or kick the ball over your opponent’s posts; three points for a dropped goal and a penalty, two points for a conversion (kicking the ball between the posts after a try).

The complexities in rugby arise as a result of the obstacles which are put in every rugby player’s path to make it harder for him to score points. This can be done in three ways: by throwing you to the ground, by teaming up with other players to push against you when you have the ball in your hands or by pushing against you when the ball is on the ground.

There is also the law that says the ball can only be passed backwards. This is clearly rather difficult to do when you have fifteen very large opponents standing in front of you ready to throw you to the floor if they get anywhere near you.

Each team is made up of eight forwards and seven backs. The job of the forwards is to get the ball for the quicker, lighter backs to score. Rugby is rather like chess: chess pieces have special functions, in the same way that rugby players have specific tasks to perform. Within these roles they both employ various moves to get to the other side. Rugby is a game in which all the players work together, and the better their relationships and understanding of one another, the better their chances of getting one of their team to the try-line.

The tools you need to overcome them are simple: time and space. When you hear commentators talking of tactics or strategies, they’re just talking about the various ways in which you ‘create space’ or ‘make time’. For example, if the backs keep passing along the line they will eventually run into problems, as the last player has no one else to pass to, and no space to run in. He’ll get thrown off the pitch by the opposition, and the ball will go to them.

There are tactics like miss-moves (missing someone out in the line so that a defending player runs the wrong way and leaves a gap) and dummies (pretending to pass so the opposition runs the wrong way).

There are a few other things which could be mentioned, but basically, rugby is nowhere near as complicated as it looks. It is, after all, just a game.

A The point at which rugby becomes much more fun than a board game is in its team dynamics.
B However, this complexity in the rules of rugby does not make the game any less exciting to play, or indeed, to watch.
C The methods of scoring are equally simple.
D Because of this rule, players have to run forwards or they’ll end up back on their own line.
E These strategies are both ways of tricking the opposition into opening up a gap in the defence for you to run through before you run out of space.
F One such difficulty is that the opposing team can physically stop you from scoring.
G Now we know the aim of playing rugby, and the nature of the obstacles that stand in the way, we need to look at how to deal with these obstacles.

Reacting to the text

Would you be interested in watching or playing rugby? Why/Why not?

Are there any sports you have not played but would like to try out? If so, which one(s)?
Language focus 2: Gerunds and infinitives

1. Look at the underlined words in the following extracts from the reading text. For each one, explain why a gerund, an infinitive without to, or an infinitive with to is used.

Example:

- a to make: the infinitive with to is used to express purpose, the reason why something is done.
- b This can be done ... by throwing you to the ground.
- c ... the backs keep passing along the line ...
- d ... we need to look at how to deal with these obstacles.

2. Some verbs can be followed by a gerund and some others can be followed by an infinitive with to. Complete each of the following sentences using the correct form of the verb in brackets. One verb in each sentence will be a gerund, the other an infinitive with to.

1. When I suggested _________ (go) skiing at the weekend she was extremely enthusiastic and we arranged _________ (meet) at seven o’clock on Saturday morning.
2. I can’t help _________ (smile) when I see my dad playing tennis. He’s had hundreds of lessons but he still hasn’t learnt _________ (hit) the ball properly.
3. Paul seems _________ (enjoy) playing golf. He’s even considering _________ (buy) his own set of clubs.
4. One of my cousins has promised _________ (take) me windsurfing as soon as I’ve finished _________ (study).
5. At first my parents refused _________ (let) me go to karate lessons, but I kept _________ (ask) and eventually they agreed.

3. Some verbs can be followed by more than one verb form. Underline the correct alternatives in the following sentences. In some sentences more than one alternative is correct.

1. It started _________ to rain/rain/raining so they had to postpone the match.
2. I only stopped _________ have/to have/having a rest once during the whole marathon.
3. Jones continued _________ play/to play/playing football professionally until he was forty.
4. These exercises should help you _________ run/to run/running faster.
5. Remember _________ drink/to drink/drinking water before the race.
6. Sally tried _________ use/to use/using a heavier racket, and she played a little better.

4. The verbs in the box can be used to talk about our likes and dislikes. They are all usually followed by the gerund. Write each verb in an appropriate place on the line below according to the strength of its meaning.

| really enjoy | don’t mind | quite like |
| detest | can’t stand | don’t like |
| love | absolutely adore | hate |

5. Certain adjectives followed by a preposition and the gerund can also be used to talk about what does and doesn’t interest you. Study the following table and complete each space with a preposition from the box. The first one has been done for you.

<table>
<thead>
<tr>
<th>adjective</th>
<th>noun or gerund + preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m (really) keen</td>
<td>_________ on sport/cinema etc</td>
</tr>
<tr>
<td>I’m not (really) interested</td>
<td>_________ _________ listening to ... etc</td>
</tr>
<tr>
<td>I’ve never been fond</td>
<td>_________ _________ watching ...</td>
</tr>
<tr>
<td>I’ve always been good/bad</td>
<td>_________ _________ playing ...</td>
</tr>
<tr>
<td>I get (really) bored</td>
<td>_________ _________ doing ...</td>
</tr>
<tr>
<td>I never get excited</td>
<td>_________ _________ going ...</td>
</tr>
</tbody>
</table>

6. Write eight sentences about your likes and dislikes using the language you have just studied.

Examples:

- Preposition + gerund: I never get excited about going to the cinema.
- Verb + gerund: I quite like listening to jazz.
- Gerund as subject: Collecting postcards is one of my favourite pastimes.

7. Compare your sentences with your partner’s. Ask questions about each other’s likes and dislikes.

Example:

A: I’ve always been keen on going to the cinema.
B: How often do you go?
A: I tend to go once every two weeks or so.
B: And what are your favourite films?
A: Well, I really enjoy watching science fiction, but I don’t like films with a lot of violence. I get bored very easily if there are lots of deaths.

You may be asked to talk about your interests in Part 1 of the Speaking test. Make sure you develop your answers, explaining and justifying your opinions.
Vocabulary 2: Sport

1. Underline the correct alternative in these extracts from the reading text on page 23.
   a. You ______ the ball over your opponent's sticks/poles/pillars/posts.
   b. ... obstacles which are put in every rugby player's path to make it harder for him to do/goal/score/mark points ...
   c. ... the ball can only be given/presented/passed/changed backwards.
   d. ... chess pieces/parts/packs/portions have special functions ...
   e. He'll get thrown off the court/pitch/track/camp by the opposition ...

Check your answers on page 23.

2. Can you name all the sports in the pictures? Write the name of each sport next to the verb which it is used with. The first one has been done for you.

   do ______ athletics
   go ______
   play ______

3. a. Write the name of the sport with which each group of four nouns is associated. The first one has been done for you.

   1. _______ tennis court net racket backhand
   2. _______ pitch referee corner foul
   3. _______ course green clubs hole
   4. _______ slope sticks run goggles
   5. _______ track field event lane meeting
   6. _______ saddle helmet pedals peloton

   b. Add each of these nouns to the appropriate group in a.

   red card   fairway   gears   lift   service   triple jump

4. a. Complete each gap with a verb from the box.

   beat  draw  hit  take  take  win

   1. Which sports _______ place on an ice rink?
   2. Which country's football team _______ Holland to win the 2010 World Cup Final?
   3. Which medal does a runner-up _______?
   4. In which sports do you _______ the ball with a racket?
   5. How many players from each team can _______ part at one time in a game of basketball?
   6. If two hockey teams _______ nil-nil, how many goals are scored?

   b. Answer the questions in a.

5. Work in pairs.

   Student A Choose a sport and explain the rules to your partner.

   Student B Imagine that you are not familiar with your partner's sport. Ask your partner any questions that are necessary to help you fully understand the rules.

When you have finished, change roles.
High energy

26

Listening 2

Multiple choice 1.15

1 Look at the photographs of unusual sports. What do you think contestants have to do in each one?

2 You will hear a man talking on the radio about unusual sports. For questions 1–7, choose the best answer (A, B or C).

What to expect in the exam

• Look at question 1 below and the following extract from the listening script. The underlined sections contain words which are the same or similar to words in all three of the possible answers A, B and C. Only one of these sections matches an answer; the others are distractors. Decide which is the correct answer and say why the others are incorrect.

Now you may think this is just a bit of fun, but when I watched two men competing in a televised match last year, I was amazed by their level of skill in each of these two very different disciplines. After all, boxing is such an aggressive, violent sport – it’s about using the body, whereas chess is all about using the brain.

• Although a particular option may be true, it may not be the correct answer to the question you are asked. In question 2, all three statements are true but only one is something that Mike finds it difficult to believe.

1 When Mike saw a chess boxing match, he was

A how skilled the competitors were at both parts of the sport.
B how much fun the competitors were having.
C how aggressive the competitors were.

2 Having read about octopushing, Mike finds it difficult to believe that

A players do not have to hold their breath for long intervals.
B a high level of fitness is not required to play it.
C it is an exciting sport to watch.

3 What does Mike say about wife carrying?

A Male competitors must not be over a certain weight.
B The name of the sport is not entirely appropriate.
C The sport has a lot of complicated rules.

4 What is Mike’s criticism of sports like wife carrying?

A They are not suitable for young children.
B They should not really be called sports.
C They are not worth taking seriously.

5 What do we learn about the organizers of toe wrestling?

A They apply what they learn from international competitions.
B They have arranged a number of events in schools.
C They made a request which was rejected.

6 How does Mike feel about the human triumphs in the Man Versus Horse Marathon?

A They are very surprising.
B They deserve more recognition.
C They are unlikely to be repeated.

7 Why did Mike give up running?

A He was injured.
B He lost interest.
C He had no time.

Would you be interested in taking part in or watching any of the sports Mike mentions? Why/Why not?

Do you have any strange sports in your country? What do the competitors do?
Word formation: Affixes

1. Add an appropriate suffix, -or, -er or -ant, to each of the verbs in the box to form nouns for the people who perform these actions. You may need to make further spelling changes to the verbs.

   Example: win – winner

<table>
<thead>
<tr>
<th>win</th>
<th>box</th>
<th>play</th>
<th>spectate</th>
<th>compete</th>
<th>participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>listen</td>
<td>organize</td>
<td>run</td>
<td>ride</td>
<td>contest</td>
<td></td>
</tr>
</tbody>
</table>

   Check your answers in the listening script on pages 223–4.

2. Add either -ist, -eer, -ee or -ian to the pairs of words below to form the nouns for the corresponding people. Use the same suffix for both words in each pair. You may need to make further spelling changes.

   employ/train        electric/politics  novel/science  mountain/engine

3. In 1–7 below, use the same prefix from the box with all three adjectives to make them negative. The first one has been done for you.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>lucky/concerned/reliable</td>
<td>unlucky/unconcerned/unreliable</td>
</tr>
<tr>
<td>experienced/competent/tolerant</td>
<td></td>
</tr>
<tr>
<td>legal/logical/legible</td>
<td></td>
</tr>
<tr>
<td>moral/mature/modest</td>
<td></td>
</tr>
<tr>
<td>practical/patient/perfect</td>
<td></td>
</tr>
<tr>
<td>regular/responsible/relevant</td>
<td></td>
</tr>
<tr>
<td>honest/obedient/satisfied</td>
<td></td>
</tr>
</tbody>
</table>

4. What meaning do the prefixes in bold have in the following words?

   undercook          overeat         prehistoric       postgraduate       hypermarket
   microelectronics    misspell         rewrite           ex-wife            extraterrestrial

Article

Read the following Writing Part 2 instructions.
You have just seen this advertisement.
Write your article in 140–190 words.

How to go about it

- Before you write your article, read the model and analysis on page 202.
- To help you plan your article, answer the following questions and make notes.

   **Paragraph 1:**
   - What is your favourite sport?
   - What is special about it?

   **Paragraph 2:**
   - Why do you like it?
   - What are the benefits of doing it?

   **Paragraph 3:**
   - What advice can you give to people who want to take it up?
   - Are any special qualities, equipment or clothes needed?

   **Paragraph 4:**
   - What final encouragement can you give?
   - Give your article a title and include some of the features of style from page 202.
Word formation

1 In 1–6 below, one of each of the four words is not normally used. Underline the word.

1 undercook
2 overweight
3 oversleep
4 undersleep
5 undersleep
6 overcrowded

2 For questions 1–6, complete each of the gaps with the correct form of one of the words from exercise 1.

1 These jeans should have cost £70, but the assistant made a mistake and __________ me. I only paid £50 for them.
2 The house has been abandoned for years. That’s why the garden is looking so __________.
3 I’m sorry I’m late. My alarm didn’t go off, so I __________.
4 You’ve __________ my surname. There are two ‘t’s in Hutton, not one.
5 Police are investigating the __________ of confidential documents from the Prime Minister’s office.
6 Paul comes to school tired, and it is not __________ for him to fall asleep in class.

3 Now write five sentences of your own using some of the other words from exercise 1. Leave a space in each sentence where the word should be and ask another student to complete them.

Reading and Use of English

Part 3

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

The Celebrated Pedestrian

Pedestrianism, an early form of racewalking, was an (0) __________ popular sport in 18th- and 19th-century Britain, attracting huge crowds of (1) __________. Individuals would either aim to walk a certain (2) __________ within a specified period of time or else compete against other pedestrians. Cash prizes were offered but (3) __________ could also earn substantial amounts from the money gambled on events.

Perhaps the most famous (4) __________ was Captain Robert Barclay Allardice, whose (5) __________ achievements earned him the title of ‘The Celebrated Pedestrian’. The Scotsman’s most memorable (6) __________ took place in 1809, when he walked 1000 miles (1609 kilometres) in 1000 hours for a bet of 1000 guineas. Many considered it (7) __________ that he would complete the challenge, which required him to walk a mile an hour, every hour, for forty-two days and nights. He proved them wrong, though the task was so (8) __________ demanding that by the end of the walk he had lost nearly fifteen kilos in weight.
Gerunds and infinitives

Complete each of the gaps below with the correct form of the verb in brackets.

1 I've been meaning _____________ (write) to you for ages but I just haven’t had the time.

2 If we go skiing tomorrow, it’ll mean _____________ (get) up early. The slopes get crowded very quickly.

3 I wish you’d stop _____________ (tap) your foot!

4 These long car journeys make me really hungry. Can we stop _____________ (have) lunch soon?

5 When I tell you to be quiet, why must you always go on _____________ (talk)?

6 After looking at verbs which take the gerund, we went on _____________ (study) those which are followed by the infinitive.

7 I tried hard _____________ (open) the window, but I couldn’t move it. It was stuck.

8 These plants look as if they need a lot more light. Try _____________ (put) them a little closer to the window.

Vocabulary

A Sport

Complete each gap with a suitable word.

1 Our hotel was right next to the golf ________ we played on every morning. In fact, our room overlooked the fairway of the eighteenth ________.

2 The ________ blew his whistle to signal the end of the football match and hundreds of jubilant United fans ran onto the ________ to congratulate their players.

3 I'm useless at tennis: I can't even ________ the ball over the net with the ________.

4 The ________ taking us to the top of the steepest ski ________ broke down halfway up and we were left hanging in the air for over an hour.

5 Over three thousand runners will take ________ in this year's marathon, which for the first time ever takes ________ on a Sunday.

6 Barcelona ________ Valencia 3–2, while Real Madrid could only ________ 1–1 at home to Rayo Vallecano.

B Music

Complete each of the gaps below with an appropriate word combination from page 18 of this unit. You may need to use nouns in the plural. There is an example at the beginning (0).

0 I never buy live albums. You don’t get the same quality of sound as you do with a studio recording.

1 Adele’s latest album sounds great. I heard a couple of tracks _________________ last night.

2 I spend all my time in piano lessons practising the scales. I still haven’t learnt to _________________.

3 Her last record only got as far as number ten _________________.

4 When groups make a record they often have to employ _________________ to play some of the instruments.

5 That guitar sounds awful! Are you sure it’s _________________?

6 I hate it when they _________________ on the TV. It’s so obvious they aren't really singing.

7 The band is going _________________ again next year. They’ll be playing in nine European countries in three months.

8 Next on Capital Radio we’re going to _________________ from the latest ‘Sidewinder’ album. It’s called Ready for love – I hope you like it.
Part 2: Letter of application

You have seen this advertisement in an international magazine.

Write your letter of application in 140–190 words.

Model answer

Dear Mrs Simpson,

I would like to apply for the job of Camp Helper as advertised in this month’s issue of ‘International Student’.

I like being with children very much and I would certainly enjoy the challenge of working with them on one of your camps. Moreover, I have just finished school and in October I will be starting a degree course in English. I am therefore very keen to improve my language skills in an English-speaking country before I go to university.

There are a number of activities I could organize for the children. My interests include basketball, tennis and orienteering, and I also play the guitar and compose my own songs. For the past seven years I have attended summer camps in my country with the scouts, and last year I helped to run a number of events, including an orienteering competition and a kite-making workshop.

I feel I have the necessary patience and energy to make a positive and enthusiastic contribution to your camps and I hope you will consider my application favourably.

I look forward to hearing from you.

Yours sincerely,

Costas Sergis
### Useful language for letters of application

<table>
<thead>
<tr>
<th>Beginnings and endings</th>
<th>Reason for writing</th>
<th>Describing skills and experience</th>
<th>Personal qualities and suitability</th>
<th>Closing remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dear Sir or Madam and Yours faithfully</td>
<td>I saw/have seen your advertisement in ... I am writing to apply for the job/position of (a shop assistant) ... I would like to apply for a grant to study/for ... I would like to volunteer to work with (the elderly) ...</td>
<td>I have (a great deal of/some) experience of (looking after animals). I spent (two months) working as (a kitchen assistant).</td>
<td>I have alan friendly/sensitive/easy-going/enthusiastic nature. I feel I have the necessary (patience) and (energy) for the job. I am confident I would be well suited to the job. I believe I am an ideal candidate for a grant/the job.</td>
<td>I hope you will consider my application. I look forward to your reply/hearing from you.</td>
</tr>
<tr>
<td>Dear Ms Bentley and Yours sincerely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Task

You have seen this advertisement in an international magazine.

**Coastal Campsites require**

- Reception Assistants
- Swimming Pool Attendants
- Bar and Restaurant Staff
- Entertainers

To work in the UK on our busy, five-star campsites this summer. Applicants must have a reasonable command of English and be willing to work long hours. Write to the director, Mr Peabody, and explain why you would be suitable for the job.

Write your letter of application in **140–190** words.
Additional material

Unit 2
Writing 1: Part 2 Letter of application, page 21

How to go about it
- Write a plan for your letter.
  Decide how you are going to answer each of the three questions in the advertisement and make notes. Consider also why you would be suitable as a volunteer. Remember that you can invent information.
- Organize your ideas into logical paragraphs.
  In addition to an introductory paragraph, you could write one paragraph for each of the three questions in the advertisement.
- Write your letter in a formal style.
  Some of the formal language in Sandra Agar’s letter in exercise 1 on page 21 might be useful.
- Check your work for grammar and spelling mistakes.

Read more about writing letters of application on pages 198 and 199.

Unit 2
Writing 2: Part 2 Article, page 27

1 Read this model answer to the writing question on page 27 and answer the questions below.

A strange way to enjoy yourself
(1) Have you ever seen a smile on the face of a long-distance runner? Running 10 kilometres or more certainly doesn’t sound much fun, but this sport is a powerful addiction and once you’ve started, you’ll find it difficult to give it up.
(2) So what is the attraction of running? For me, whether I’m working or studying, there is no better way of getting rid of stress. I can think my problems through and at the end of the race I have the answers. And simply completing a half or full marathon increases my confidence and makes me feel on top of the world.
(3) If you’re thinking of taking it up yourself, don’t try to do too much at the beginning. You should set yourself realistic targets and always do warm-up exercises before you run. Also, make sure you buy a good pair of running shoes to protect your knees and back from injury.
(4) And don’t be put off by the expressions on the faces of the runners — they’re enjoying every minute, and so will you!

2 Match each of these summaries to a paragraph in the article.
   a Benefits of the sport and reasons for liking it.
   b Closing comment.
   c What the sport is and what is special about it.
   d Advice to people who want to do this sport.

3 Who is the article written for (the target reader)?

4 Is it written in a more formal or informal style?
   Find examples of the following:
   a contractions: e.g. she’s, won’t
   b informal linking words: e.g. but
   c direct questions
   d phrasal verbs

5 Match each of the features 1–3 with its purpose a–c.
   1 The title  a to involve the reader
   2 Direct questions  b to encourage the reader to take up the sport
   3 The final sentence  c to attract the reader’s attention

6 Now write your own answer to the question on page 27. Read the How to go about it box on the same page before you begin to write.
Grammar reference

Unit 1

Habitual behaviour in the present
A The present simple is used for habitual actions or permanent situations in the present.
I go for a run twice a week. She lives near the park.
B Frequency adverbs are used to indicate how often an action occurs. They are usually placed:
1 before the main verb.
I always go to bed before midnight.
2 after the verb to be or an auxiliary verb.
She is very often late for work.
They have rarely been seen together.
3 Usually, normally, frequently, sometimes, (very/quite) often and occasionally can also be placed at the beginning of the sentence or clause.
Occasionally we go out to the cinema, but usually we stay in and watch a DVD.
NB always, rarely, seldom, hardly ever and never cannot be used in the same way.
4 Sometimes and quite/not very often can be placed at the end of the sentence or clause.
Farm vets have to do some pretty unpleasant things sometimes.
I don’t go to the cinema very often.
5 Adverb phrases such as now and again, from time to time, twice a week and every day are placed at the beginning or end of a clause or sentence, but not between the subject and the verb.
I see Paul at work every day and from time to time we have lunch together.

Alternatives
1 The present continuous + always is used to talk about things which occur frequently and which the speaker finds annoying.
He’s always complaining about something!
2 Adjectives can be used as an alternative to rarely, normally and (not) usually.
It’s rare/normal/unusual for him to eat meat.
3 Tend to + infinitive is used to make general statements about the habitual actions and situations of groups of people or individuals.
British people tend to drink tea rather than coffee.
I tend not to get up very early on Sundays.
4 Will + infinitive is used to talk about habitual behaviour. Frequency adverbs can also be added.
She’ll sometimes spend the whole day reading.
5 It’s not like someone to do something is used to suggest that the way a person has behaved is not typical of their character.
I’m surprised Graham didn’t send me a card. It’s not like him to forget my birthday. (He doesn’t usually forget it)

Habitual behaviour in the past
A The past simple is used for regular actions or habitual behaviour in the past, often with a frequency adverb.
I hardly ever went away on holiday when I was young.
B Used to + infinitive is used to refer to past habits and situations which no longer occur or exist now.
Frequency adverbs can be used for emphasis and are placed before used to.
We used to have a cat, but he died last year.
I always used to walk to work until I bought a car.
Note the negative and question forms:
I didn’t use to like cheese. Where did you use to live?
NB use to cannot express present habitual behaviour.
I usually (not use to) play tennis twice a week.
C Would + infinitive is used to refer to past habits, but not past situations. Frequency adverbs are placed after would.
Habit: My father would often read to me when I was a young boy.
Situation: I used to (not would) have a bicycle.
Stative verbs such as have (possession), be, live, like, believe, think (= have an opinion), understand and know are not used with would to refer to the past.

Be used to/get used to + noun or gerund
Be used to + noun/gerund means ‘to be accustomed to’.
She’s a nurse so she’s used to seeing sick people.
Get used to + noun/gerund means ‘become accustomed to’.
I want to leave Athens; I can’t get used to the heat.

Unit 2

Indirect ways of asking questions
A number of expressions can be used to ask questions in a more indirect way. Indirect questions can sound more polite than direct ones.
Could you tell me what time it is?
Would you mind telling me where he works?
We’d like to know when it is?

Could you tell us if/whether you are married?

Gerunds and infinitives
A The gerund is used in the following cases:
1 as the subject/object/complement of a clause or sentence:
Subject: Reading in the car makes me feel sick.
Object: I find shopping for clothes really boring.
Complement: My favourite sport is swimming.
2 after prepositions
I’m not very good at making things.
3 after certain verbs
Peter suggested going for a picnic.
B The infinitive with to is used:
1 to express purpose
I’m learning English to help me get a better job.
Grammar reference

2 after many adjectives, e.g. delighted, disappointed, easy, happy, important, lucky, necessary, normal, possible, surprised
I was surprised to hear she had failed the exam.

3 after certain verbs
He offered to give her a lift, but she decided to walk.

C The infinitive without to is used:
1 after modal verbs.
You can look at it, but you mustn’t touch it.
2 after help, let, make, would rather, had better
I’d better go – it’s late. I’d rather stay here, though.
To is optional if an infinitive is used after help.
Classical music helps me (to) relax.

D Gerunds and infinitives after verbs
1 Verb + gerund:
Have you finished cleaning your room?
The following verbs, like finish, are normally followed by the gerund:
• certain verbs expressing likes and dislikes: adore, detest, dislike, enjoy, don’t mind, can’t stand
• other verbs: admit, avoid, can’t help, consider, delay, deny, feel like, forgive, give up, imagine, involve, keep, mind, miss, postpone, put off, practise, prevent, regret, resist, risk, suggest

2 Verb + infinitive with to:
He promised not to tell anyone what she had said.
• The following verbs, like promise, are normally followed by the infinitive with to: (can’t) afford, agree, appear, arrange, ask, attempt, choose, decide, deserve, expect, fail, hesitate, hope, learn, manage, offer, prepare, pretend, refuse, seem.
• With these verbs, a direct object is needed:
advise, allow, enable, encourage, force, invite, order, persuade, recommend, remind, teach, tell, warn.
My job enables me to use my language skills.
• The infinitive with to is also used after:
would like, would love, would hate, would prefer.

3 Verb + gerund or infinitive with to:
• like, love, hate and prefer are usually followed by the gerund. However, the infinitive with to is also possible with little, if any, difference in meaning.
I love going/to go for long walks in the hills.
The infinitive with to is common after hate for specific situations, and after like when it means be in the habit of.
I hate to interrupt, but we really must be going.
I like to have a shower when I get home from work.
• begin, start, continue and intend can be followed by the gerund or infinitive with no change in meaning.
She fell over and started crying/to cry.
• forget, remember, go on, mean, need, stop and try can be followed by the gerund or the infinitive with to, but with a change in meaning.
• remember + gerund = recall a previous action
I remember coming here when I was young.
forget + gerund is not often used to talk about an action you do not recall. Instead, not remember is used.
I don’t remember seeing Jim at the party.
remember/forget + infinitive = (not) remember what you have to do

We must remember to feed the cat before we go.
Don’t forget to phone me if you need any help.
• go on + gerund = continue with the same activity
Some footballers go on playing professionally until they’re nearly 40.
go on + infinitive = change to a different activity
After a successful career as a football player, Johan Cruyff went on to become a respected manager.
• mean + gerund = involve
Diets usually means giving up things you enjoy.
mean + infinitive = intend
I meant to phone the electrician but I forgot.
• need + gerund = (passive meaning)
This house needs painting. (= needs to be painted)
need + infinitive = (active meaning)
I need to get some new shoes.
• stop + gerund = no longer do something
I’ve stopped smoking; it’s too expensive.
stop + infinitive = interrupt one activity in order to do another
Let’s stop to buy some sweets on the way home.
• try + gerund = experiment in order to see what will happen
Try resting for a while: you might feel better then.
try + infinitive = attempt to do something
Alan tried to stop the thief as he ran away.
Listening scripts

Unit 1 1.1–1.5
Part 3: Multiple matching

Speaker 1
After we got the invitation, my mum and I kept having huge rows about what I was going to wear for the big event. She’s always criticizing me for my taste in clothes and she’d bought me this long, bright red dress to wear on the day. Of course, I refused. I went instead in a short black skirt, trainers and a sports top, thinking I’d look really cool and trendy. But of course, when we got to the church and I saw all the other guests in their smart new clothes and expensive hats, I just felt really, really stupid and embarrassed. The bride and groom looked quite surprised when they saw me, so I spent most of the time at the reception trying to avoid them.

Speaker 2
We really had no other option but to send her home to get changed, dye her hair back and take out the nose stud. We insist on uniform clothing when sitting exams. It’s unfair to look at his examination results to see that. And he used to live in France, which means he probably wouldn’t mind changing countries, if we needed him to. No, what concerns me is his appearance. If he’s expected to turn up for something as important as this, wearing what can only be described as casual clothes, what would he be like with our clients? If he’s prepared to turn up for something changing countries, if we needed him to.

Speaker 3
... Indeed attitudes were already beginning to change in the first half of the century. In 1919, the young French star Suzanne Lenglen caused a sensation at the British championships. As a result, Lenglen attracted the world of work. I don’t know of any jobs where you could turn up with scruffy old clothes, green hair and a pierced nose. We insist on uniform... Sure. Much easier than talking to... What I wasn’t expecting was the way they... And then I saw they do Pilates on Tuesdays and Thursdays, which would be ideal for me... I know. You did it for a couple of years, didn’t you? ... So anyway, I was wondering if you could tell me what it was like, what sort of things you did. I had a look on the Internet, but it’s always better to talk to someone with first-hand experience.

Speaker 4
He clearly has ability. You only have to look at his hits and his hit songs to see that. And he used to live in France, which means he probably wouldn’t mind changing countries, if we needed him to. No, what concerns me is his appearance. If he’s expected to turn up for something as important as this, wearing what can only be described as casual clothes, what would he be like with our clients? If he really is a serious candidate and we decide to take him on, then he will have to get used to wearing something a little more formal.

Speaker 5
They had to have their little joke, didn’t they. Jane’s having a little celebration at her house for her “coming of age” and she wants everyone to go in fancy dress. That’s what they said. So I thought about it for ages, what I was going to go as and everything. I spent more time thinking about my costume than about what present I was going to get for Jane. Of course, when I turned up at the house dressed as Coco the Clown and everybody else was wearing normal clothes, I don’t know who was more surprised, me or Jane.

Unit 1 1.6–1.13
Part 1: Multiple choice
1 You hear two people talking about a friend of theirs.
   M = Man    W = Woman
   M: How many houses has Mike got now?
   W: Four I think. This one here, the flat in Brighton, the country cottage, and...
   M: ... and the villa in Spain.
   W: That’s right.
   M: Hmm. Easy for some, isn’t it?
   W: I’m not so sure. I get the impression he’s a bit fed up with it all – always moving around. I wouldn’t be surprised if he got rid of everything over here and lived in Spain permanently.
   M: Is that what he’s said he’ll do?
   W: Well, you know Mike. It’s not like him to talk much about his plans. But he did say he might settle down one day – stay in one place. And you know how much he likes Spain.
2 You overhear a man talking to a friend on his mobile phone.
   I’m stressed out, to be honest, what with work and the problems with the house and everything. I need to do something to help me relax...
   Well, I wanted to do yoga, but the class is on Friday and I play squash then. And then I saw they do Pilates on Tuesdays and Thursdays, which would be ideal for me...
   I know. You did it for a couple of years, didn’t you? ...
   So anyway, I was wondering if you could tell me what it was like, what sort of things you did. I had a look on the Internet, but it’s always better to talk to someone with first-hand experience.
3 You hear a woman talking about her family’s financial situation.
   We just about get by, but it’s always a struggle to get to the end of the month. Frank – my husband – hasn’t had a job for over a year and I’ve got the two children to look after. Frank said he’ll look after the kids and I can go out and look for work. Trouble is, he’s useless around the house and he can’t cook to save his life. But there’s no alternative, really. Both our mums aren’t very well these days, so we can’t get either of them to come and help out. And we haven’t got any family jewels we can sell. So, this weekend I’ll be teaching Frank to cook and writing a few application letters.
4 You overhear a man and a woman talking about their morning routine.
   W = Woman    M = Man
   W: Don’t you just hate it when the alarm goes off in the morning?
   M: I usually wake up before the alarm goes off. I’m an early riser.
   W: That sounds worse. Aren’t you tired for the rest of the day?
   M: No, I just don’t need to sleep so much. I take the dog out for a walk, talk to him about this and that...
   W: You talk to your dog?
   M: Sure. Much easier than talking to people – he doesn’t answer back or ask questions, like people do. I find that much harder to cope with first thing in the morning. I’m the same in the car – most people can’t stand the journey to work, but I have a good old chat with myself.
   W: Weird.
5 You hear a woman on the radio talking about her experiences in a foreign country.
   On my travels, I’ve got used to eating all sorts of weird and wonderful things, so I was prepared for things like fried insects and scorpions. I don’t particularly like them, but I’ll eat them if I have to. And it’s very hot and humid there, so I was also ready for the rather slow pace of life and relaxed way they go about doing things, like work, for example. What I wasn’t expecting was the way they dress out there. In my experience it’s unusual for people in that part of the world to take so much care over what they wear. Colour, style, fashion – it all mattered to them. I was positively scruffy by comparison.
6 You turn on the radio and hear the following.
   The world today is faster and more...
Part 2: Sentence completion

Hello, Jim Dunne here, with a look at what's on in the area this coming week. And I'm delighted to be able to tell you that Pagagnini is in town, with its own special mix of music and comedy. It's great fun and I can guarantee the whole family will enjoy watching these four guys. They play all those bits of classical music that everyone knows, but sometimes can't put a name to – and they have a laugh at the same time. Pagagnini is actually based in Madrid, but the show tours a lot and I was lucky enough to see it last year with my wife and our two girls when we were in Mexico. They're a really versatile bunch of musicians. At one point, they start using their violins and cellos as well – not just any old suit. Inside, at the front desk – in reception – they reckon I look smarter than the boss. I'm not so sure about that, but I do like to look good for the guests – I'm the first person they see before they go into the hotel. And I've got this long black overcoat, as well – it can get pretty cold standing outside on the steps in winter, I can tell you.

Part 2: Multiple choice

I: Octopushing, elephant polo, ice racing or cheese rolling. Our sports correspondent, Mike Taylor, has been finding out about some of the world's strangest sports. Which is the most unusual one for you, Mike?
M: Well, I think it has to be chess boxing, because it's such a bizarre combination. A match starts off with a four-minute round of speed chess, followed by a three-minute round of boxing. There can be up to six rounds of chess and five of boxing before a winner is decided. Now you may think this is a bit of fun, but when I watched two men competing in a match on German television last year, I was amazed by their level of skill in each of these two very different disciplines. After all, boxing is such an aggressive, violent sport – it's about using the body, whereas chess is all about using the brain. You don't expect a boxer to be good at chess, or a chess player to be good in the ring.

Listening scripts

M = Man     W = Woman

M: Are you enjoying it here in the village?
W: Yes, I am. I think I know nearly everyone now. When I came here last year everyone went out of their way to introduce themselves and make me feel welcome.
M: That's good. So you feel comfortable here, then?
W: Yes, I do. And the children have settled in well, too. I just get a bit nervous about the traffic sometimes.
M: What, on the main road?
W: Yes, and a couple of other spots as well. There are certain places I won't let the children go without me. Some drivers just don't slow down for them.

M: You hear a man talking about his job.
W: I don't get to wear a uniform – you know, with a cap and all, like they do at some of the other hotels, but I do wear a suit. A decent one – tailor made – not just any old suit. Inside, at the front desk – in reception – they reckon I look smarter than the boss. I'm not so sure about that, but I do like to look good for the guests – I'm the first person they see before they go into the hotel. And I've got this long black overcoat, as well – it can get pretty cold standing outside on the steps in winter, I can tell you.

M: I: Alright. But you seem to like chess boxing and octopushing. Are there any more that impress you?
M: Well, it has to be toe wrestling, where competitors race over a 250-metre course with a woman on their back. The female participant has to weigh more than 49 kilos, but she doesn't actually have to be the man's wife. So it would be more accurate to call it 'woman carrying', I suppose. Anyway, if she isn't heavy enough she has to wear a rucksack with some kind of weight in it. The regulations are surprisingly strict.

M: No, but at the beginning you mentioned octopushing, which is underwater hockey – so it's an unusual setting for a familiar game. I haven't seen it played, but I've read that it's a very exciting spectator sport – major tournaments have TV screens which show the images captured by underwater cameras. I've also read that you don't have to be very fit to play. But I'm not convinced, to be honest – it seems physically very demanding to me. The good thing, though, is that because it's a team sport, no individual player has to stay underwater for long periods at a time. People like me who can't hold their breath for very long can keep coming up for air.

M: I: Some of the more unusual sports you mentioned are quite bizarre, aren't they? I suppose it's not surprising that some of the more extreme sports seem very childish to me. I'm sorry if that upsets listeners, but they're just not sports I'd want to do or even watch.

M: No, but at the beginning you mentioned octopushing, which is underwater hockey – so it's an unusual setting for a familiar game. I haven't seen it played, but I've read that it's a very exciting spectator sport – major tournaments have TV screens which show the images captured by underwater cameras. I've also read that you don't have to be very fit to play. But I'm not convinced, to be honest – it seems physically very demanding to me. The good thing, though, is that because it's a team sport, no individual player has to stay underwater for long periods at a time. People like me who can't hold their breath for very long can keep coming up for air.

I: Now that sounds alright. Fancy carrying me, Mike?
M: Er ... no. Bad back, I'm afraid. Actually, there are quite a few sports like this one that rather irritate me.
I: Why's that?
M: Well, they're a bit ridiculous, to be honest. Wife carrying, retro running, egg throwing ... they all seem very childish to me. I'm sorry if that upsets listeners, but they're just not sports I'd want to do or even watch.

I: So which one is the silliest?
M: Well, it has to be toe wrestling, where you have to force your opponent's foot to the ground. It's fine for kids, and a toe wrestling competition is the kind of thing you might expect them to organize in the school playground. But for grown men and women to hold a World Championship every year, and then for organizers to apply for toe wrestling to become an Olympic sport – well, it's too daft for words. I'm just pleased the application wasn't accepted.

M: Well, how about the Man Versus Horse Marathon, which takes place every July in Wales? Human runners
Listening scripts

A cross-country race for riders on horseback for twenty-two miles — that's around thirty-five kilometres — and on two occasions in the last thirty years, a human contestant has won. Now that's not as astonishing as it might seem — horses are fast in short races but not so good over long distances. But it does seem a little unfair that the human victories are not mentioned in the same breath as some of the world's more famous sporting achievements. These people are heroes, but they're virtually unknown outside Wales.

I: Yes, it's the first time I've heard of the race. You're a runner, aren't you, Mike?

M: I was, but I damaged my knee when I was skiing and had to stop. I was a real enthusiast — used to run for a couple of hours after work every evening — but even then, I wouldn't have beaten a horse, that's for sure.

I: There's no shame in that! Right, thanks Mike. Time now for ...
241

Answer key

Unit 1 Lifestyle

Reading and Use of English: Multiple matching Page 8

How to go about it
Question 4 is answered by the underlined parts in Text A. Questions 1 and 7 are the other questions answered in Text A. See key below.

1 A at home there are usually scripts lying all over the place. It’s a bit of a mess, I’m ashamed to say.
2 D … I can’t see myself in any other profession. There’s nothing else I’d rather do.
3 C I love my job, especially the variety and not knowing what you’ll be doing from one day to the next.
4 A I’ll sometimes go for a run after I get up, though it’s not really my idea of fun. I’m not a fitness fan …
5 B I have to get up early and my morning routine is dull and conventional, the same one that’s played out in millions of households.
6 D My flat overlooks the port, so it’s just a short walk to the Ellie May.
7 A I always fall asleep as soon as my head hits the pillow.
8 B Working at home was a solitary business and I hated the fact that I would often go for days without speaking to anyone.
9 C But being a vet – any type of vet – is not what people think it is. It’s not all cuddly lambs and cute little pigs. We have to do some pretty unpleasant things sometimes …
10 B I often get to bed later than I would like.

Language focus 1: Habitual behaviour Page 10

A General tendencies
1 use to be
B Frequency adverbs
1 a immediately before the main verb; after the auxiliary verb and the verb to be
b always and never are incorrectly placed
2 1 correct
2 I usually have my dinner in front of the television.
3 I never spend more than ten minutes doing my English homework.
4 correct
5 I hardly ever play computer games – I prefer reading.
6 correct

C Used to and would
1 would + infinitive can refer to past habits, but not states. It is not used with stative verbs such as have to refer to the past.
2

Vocabulary 2: Get Page 11

1a
b the actor c the farm vet d the fisherman
e the potter f the actor g the fisherman h the potter
1 b get up, go out of bed c do exercise
d become/grow lonely e catch the train
f arrive at/reach the theatre g makes us do
h receive requests/am asked
2
1 touch 2 chance 3 paid 4 ready 5 trouble
6 over 7 by 8 on

Vocabulary 3: Clothes Page 12

1 hat, top hat, suit, jacket, tie, shirt, jeans, trainers, dress

Listening 1: Multiple matching Pages 12–13

1–2
Possible answers
A a wedding: guest, witness, priest, best man, in a church, in a registry office
B a birthday party: guest, host, at home, in a disco
C a classical ballet: audience, ballerina, dancer, director, in a concert hall, in an opera house
D a sporting event: spectator, competitor, star, opponent, in a stadium, at a sports centre
E a film premiere: star, audience, director, producer, at a cinema
F an examination: candidate, invigilator, in an examination hall
G a job interview: candidate, interviewer, panel, in an office or other place of work
H a special family meal: guest, host, relative, relations, in-laws, at home, in a restaurant
3 There are many possible answers.

Listening task
1 A 2 F 3 D 4 G 5 B C, E and H not used
Language focus 2: Be used to, get used to and used to  Page 13

1
1 a  2 b  3 a

2
Be used to + -ing/noun in the affirmative describes the state in which one no longer finds situations new or strange, e.g. I am used to the heat means it is no problem for me now.

Get used to + -ing/noun in the affirmative describes the process of reaching normality with a new or strange situation, e.g. I am getting used to the heat means it is less of a problem for me now than before.

3
the gerund

5c
1 get, having  2 –, cook  3 is, eating  4 –, write
5 get, being  6 be, driving  7 get, driving

Writing: Informal letter  Pages 14–15

1
Mark wants to know how I am settling in to the new house. He wants to know if I can help him in the summer.

2
Paragraph 2: to describe how he spends a typical day
Paragraph 3: to give news and invite you to visit
Paragraph 4: to finish and ask for a reply

3
2 a  3 no, because this expression is too formal
4 c  5 g  6 no, too formal  7 no, too formal
8 d  9 b  10 f

4
1 while  2 as  3 and/so, as well  4 but  5 so

Sample answer
Dear Mark,
I’m writing to you to tell you that I’m not going to go to your farm in summer because of my new work. However, I’ll try to see you as soon as possible.

As you know, I moved to a new house six months ago and since then I’ve met new people.

I think that living there is better than I thought and with regard to my new surroundings I must say that they are excellent. I usually get up at half past seven and I went to work. Then I have a breakfast with my friends and I go to improve my English spoken in the afternoon in a specific classe. In the evening, I’m used to going to the cinema because here it’s cheaper.

After all, I think is good have a new experience in your life and this is an example to explain it. As far as I’m concerned, I don’t know if I’ll have to return to my city, but it doesn’t matter so much in these moments.

I hope you write me as you did.
All the best,
Luis

186 words

Examiner’s comment

Content: Adequate coverage of points.

Communicative achievement: Register is awkward at times – with regard to my new surroundings (too formal for the context), and some confusion is evident in the use of After all and As far as I’m concerned. The overall effect on the target reader would be reasonably positive: the information asked for has been provided and the tone, although inconsistent at times, would not cause problems.

Organization: An abrupt beginning but the letter is organized into paragraphs. Successful use of simple sequencing in the third paragraph – then, in the afternoon/ evening.

Language: Errors do not obscure communication, but they may distract the reader – I’m used to going to the cinema is not appropriate here, the use of went instead of go in the third paragraph, the omission of the subject in I think is good are some examples of inaccuracies. Vocabulary is generally appropriate except for a breakfast, a specific classe. Tenses are generally correct – since then I’ve met new people.

Mark: Good pass

Listening 2: Multiple choice  Page 15
1 C  2 B  3 B  4 C  5 A  6 A  7 B  8 A

Review 1  Pages 16–17

Reading and Use of English: Transformations

1 getting rid of  2 got used to wearing
3 always borrowing my things without
4 is/’s unusual for Simon to  5 unlike/not/n’t like Helen to be
6 looking forward to seeing

Vocabulary

A Adjectives
2 high-heeled  3 tight-fitting  4 sleeveless  5 baggy
6 long-sleeved

B Expressions crossword
Expressions for use in informal letters
Across 1 thanks  5 forward  8 way  9 love  12 taken
Down 2 know  7 better  11 hear

Expressions with get
Across 3 rid  4 on  10 touch  13 paid
Down 1 trouble  3 ready  6 dressed

C People
1 e  2 f  3 a  4 b  5 d  6 c
1 competitor, spectators  2 host, guests  3 bride, groom
4 audience, performers  5 doctor, patient  6 candidates, invigilator

Unit 2  High energy

Vocabulary 1: Music  Page 18
1a violin, cello, drums
b 1 lead  2 a song  3 musician  4 on  5 play  6 live*
7 in  8 instrument
*pronunciation /laiv/

Listening 1: Sentence completion  Page 19
1c 1 whole family  2 Mexico  3 country and western
4 interval/interlude  5 1999  6 four/4 million
7 Photo/photo gallery  8 Rain/rain  9 bikes/bicycles
10 excitement

Language focus 1: Indirect ways of asking questions  Page 20
1
1 When did Rhythm of the Dance start performing?
2 Why do you call the show iD?
3 Are the Tap Dogs planning to come here?
2
a The auxiliary verbs did and do are not used in the indirect question form. Start changes to started; call does not change, as the second person present simple form is the same as the infinitive form.

b In the direct question form, the auxiliary verb comes before the subject (Are the Tap Dogs planning ...?). In the indirect form, the subject comes first, as in the normal word order for a statement (the Tap Dogs are planning).

c If (or whether) has to be added.

3 Possible answers
a Could you explain why you are called 'Pagagnini'?
b I'd be interested to know when you started performing together.
c Could you tell me if/whether you have ever toured outside of Europe?
d Would you mind telling us what type of music you prefer playing?
e I was wondering if you could tell me how many hours you practise your instrument each day.
f We'd like to know if/whether you clown around when you're off stage as well.

Writing 1: Letter of application  Pages 20–21
2
1 I have seen  3 I would like to apply  4 I have also been attending  5 I have no experience

6 a number  7 I feel  8 well-suited to  9 I would love to have the opportunity to  10 I look forward to hearing

3
Although, In addition, as

4
Paragraph 2: relevant skills
Paragraph 3: relevant experience
Paragraph 4: suitability for the job

5
Sample answer
Dear Mr Groves,

I have seen your advertisement in the last edition of ‘English News’ and I would like to apply for the post of volunteer at the pop and rock festival.

After reading the advertisement, I think I have the relevant experience to work at the festival. I am in my first year in the university where, I study music. I play guitar, violin and drums and I am also a member of a rock band that last year my friends and I created.

Furthermore, I have some experience to work with people because I used to have a job as waitress in a busy music café. I enjoyed meeting different people and helping the public in general, and I learned a lot in this position.

I would love to have the opportunity to volunteer at the pop and rock festival. I feel I would be well-suited in this role and I would like to help other people enjoy music as I do. Finally, I believe I would learn a lot from hearing different bands stiles and this would benefit my study.

I look forward to hearing from you.

Yours sincerely,

Claudine Diallo

194 words

Examiner’s comment

Content: All points covered and the writer builds on the information given, e.g. I am also a member of a rock group, I used to have a job as a waitress, I would like to help other people enjoy music.

Communicative achievement: Register is appropriately formal for a letter of application, and the writer would have a positive effect on the target reader.

Organization: The letter is well-organized with suitable paragraphs and the writer uses linking devices, e.g. After reading, Furthermore, finally.

Language: Generally accurate. Grammatical errors do not obscure meaning, e.g. I have some experience to work (of working) with people, work as (a) waitress, my study (studies). Punctuation and minor spelling mistakes do not distract the reader e.g. where, I study, relevant, stiles. There is a good range of appropriate expressions and vocabulary for the task:
would like to apply for the post of, I used to have a job, opportunity to volunteer, I look forward to hearing. Yours sincerely, apply, drums, busy, well-suited.

Mark: Very good pass

Reading and Use of English: Gapped text Pages 22–23
3
1 C 2 F 3 D 4 A 5 G 6 E B not used

Language focus 2: Gerunds and infinitives Page 24
1
a to score: the infinitive with to is used after certain adjectives, in this case, hard(er)
Note the structure: adjective + for someone to do something
b be done: an infinitive without to because it follows a modal verb, in this case, can
throwing: a gerund is used after a preposition, in this case, by
c passing: a gerund is used after certain verbs, in this case, keep.
d to look: an infinitive with to is used after certain verbs, in this case, need
2
1 going, to meet 2 smiling, to hit 3 to enjoy, buying 4 to take, studying 5 to let, asking
3
1 to rain, raining 2 to have 3 to play, playing 4 run, to run 5 to drink 6 using
4
detest, hate, can’t stand, don’t like, don’t mind, quite like, really enjoy, love, absolutely adore
5
interested in
fond of
good/bad at
bored with
excited about

Vocabulary 2: Sport Page 25
1
a kick, posts  b score  c passed  d pieces  d pitch
2
do gymnastics
go skiing, cycling, swimming
play volleyball, tennis, basketball, football, golf
3a
2 footbally 3 golf 4 skiing 5 athletics 6 cycling
b
red card – football
fairway – golf
gears – cycling
lift – skiing
service – tennis
triple jump – athletics
4a
1 take 2 beat 3 win 4 hit 5 take 6 draw
b
1 ice hockey, figure skating, curling
2 Spain
3 silver
4 tennis, badminton, squash
5 five
6 none

Listening 2: Multiple choice Page 26
2
1 A 2 B 3 B 4 C 5 C 6 B 7 A

Word formation: Affixes Page 27
1
boxer, player, spectator, competitor, participant, listener, organizer, runner, rider, contestant
2
employee/trainee, electrician/politician, novelist/scientist, mountaineer/engineer
3
1 un 2 in 3 il 4 im 5 im 6 ir 7 dis
4
under too little/not enough
over too much/excessive(ly)
pre before
post after
hyper very big
micro very small
mis wrongly
re again
ex former
extra outside or beyond

Writing 2: Article Page 27
Additional material Page 202
2
Paragraph 1 c  Paragraph 2 a
Paragraph 3 d  Paragraph 4 b
3
It is written for readers of International Sports Weekly magazine.
The style is informal.
a Contractions: doesn’t, you’ve, you’ll, I’m, you’re, don’t, they’re
b Informal linkers: So, And, Also
c Direct questions: Have you ever seen a smile on the face of a long distance runner? So what is the attraction of running?
d Phrasal verbs: give up, take up, put off

Sample answer
In the world, as I know, there are a lot of sports that are very interesting and everyone can occupy with them like, for example, football, basketball, volleyball and so on. But in my opinion, the most famous and the most interesting, in the world, is football. Firstly, I extremely fond of this kind of entertainment (I say this because for me and my friends, football is the same thing with the entertainment). We play football everyday and everywhere. We love it and anything else apart from football is boring for us. Once again I love it. Secondly, football has many particularities. Special equipment and special clothes are useful. Although the professionals teams play in big football courts, the children play football everywhere. If you want to become a good and a famous football player you must go into training everyday with many efforts but because of the injuries you must be careful.

For all these reasons, I have the impression that this particular sport is lovely and I believe that there is nobody who watch this sport.
By Loukas Geronikolaou
178 words